



Personality Characteristics of Introvert, Extrovert, and Ambivert in Elementary School Students

Karakteristik Kepribadian Introvert, Ekstrovert dan Ambivert pada Siswa Sekolah Dasar

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Abstract

The purpose of this study is to describe the character and personality of the first and third graders of SDIT Nurul Hidayah Brebes. This research uses a case study qualitative method, data collection by non-participant observation and a literature study. The validity of the data used using source triangulation. Then the data were analyzed through data reduction and conclusion. The results of this study are three personal students at SDIT Nurul Hidayah, namely individuals who tend to be closed. These students prefer their world and tranquillity; quiet students have open personalities, prefer the outside world and constantly interact with their friends, and have flexible personalities, whereas these students have an open and sometimes closed character.

Keywords: personality characteristics; introvert; extrovert; ambivert

Abstrak

Tujuan penelitian ini yaitu untuk mendeskripsikan karakter dan kepribadian siswa kelas satu dan kelas tiga SDIT Nurul Hidayah Brebes. Penelitian ini menggunakan metode kualitatif studi kasus, pengumpulan data dengan observasi non partisipan dan studi kepustakaan. Keabsahan data yang digunakan menggunakan triangulasi sumber. Kemudian data dianalisis melalui reduksi data dan penarikan kesimpulan. Hasil penelitian ini adalah pribadi siswa di SDIT Nurul Hidayah ada tiga, yaitu pribadi yang cenderung tertutup, siswa tersebut lebih suka dunianya sendiri dan menyukai ketenangan; siswa pendiam, kepribadian yang terbuka, lebih suka dunia luar yang selalu berinteraksi dengan teman-temannya; dan kepribadian fleksible, dimana siswa tersebut memiliki karakter yang terbuka dan terkadang tertutup.

Kata kunci: karakteristik kepribadian; introvert; ekstrovert; ambivert

Introduction

Character education in elementary schools requires special attention to be applied in students' lives to form a fundamental attitude of noble character, environmental problems that often occur in Indonesia and the lack of environmental awareness by elementary school students, such as caring for the environment in daily life, in developing efforts improve the surrounding environment (Kurniadi et al., 2022).

A pattern of behaviour in elementary school-aged children is a character created by previous learning. It is influenced by the surrounding environment to create a character and personality in him. Personality is something that, in a small scope, can only be understood, felt, and seen by himself and those closest to him. There are several examples of a person's character and personality that can be seen, namely when an individual prefers to be alone without any social interaction for too long, there is someone who likes to play and communicate with his friends, there is also someone who wants to play, but he needs space for himself (Suprayitno & Wahyudi, 2020; Ultimate, 2020).

The word character comes from Greek, meaning to mark and focus, how to apply the value of goodness in the form of action or behaviour. The term character is closely related to a person's personality. A person is called a person of character if his behaviour follows moral rules. While the term personality comes from the Latin word *persona*, which means a mask, the stage performers often use a face covering to describe the behaviour, character, or personality of someone being played (Krisanti, 2018).

Character is the character, nature, or things that are very basic in a person (Majid and Dian, 2013). Meanwhile, according to (Meanin, 2013), what is meant by character is the uniqueness of each individual concerning his identity. In contrast, personality, a habit, attitude, or trait a person possesses, develops when a person relates to other people (Koswara, 2005). Personality also has a character that a person pays attention to by birth, is consistent and, consequently, in every human being who carries out the socialization process. This socialization process will last a lifetime, and individual personality will be formed in behaviour so that an individual with a special identity will be different from others (Koentjaraningrat, 1993).

A person's personality and characteristics can be felt for the first time when he is three years old when the child has started to learn to speak, observe and interact with the surrounding environment, such as the family environment. Then at the age of six, children can distinguish and sort, choose which things are allowed to be done and which are not. Character education must start from elementary school because if the character is not formed from an early age, it will be difficult to change a person's character when they are an adult (Rohendi, 2016).

According to (Majid & Andayani, 2012), a personality is a person created from each of them, which is influenced by the surrounding environment. The characteristics that arise from an individual are a special personality because not all individuals have the same character and personality. A person's character has been created from an early age, namely the age when they first learn to walk, speak and write and interact with other people. So in school, many characters are owned by low and high-class students. The absorption and ability to understand a lesson the teacher gives are different. Some are easy to understand, and some are difficult to understand what the teacher conveys. Individual skills also affect the child's personality characteristics, where a person's character is not easy to understand.

Based on the researcher's interview with the first-grade teacher at SDIT Nurul Hidayah Brebes, Central Java, many students have closed, open and moderate characters. School regulations shape students to have a polite and friendly character toward others. According to opinion (Meanin, 2013), schools provide students with good character and lead them to become individuals who are respected by the surrounding environment. Children prefer playing with friends to spend time and channelling their hobbies rather than studying. However, of all such students, some choose to spend time for themselves, preferring to watch their friends play rather than participate. Some students like to draw and read books rather than interact with their peers. This proves that a person's personality and characteristics emerge at the age of children.

Generally, a person's personality and characteristics are often associated with environmental influences, especially from upbringing. However, this does not necessarily affect it because it is the formation of a person's personality and character that is influenced by innate and environmental influences. The importance of

socialization at an early age is to introduce children to an environment they did not know before. It's not that they can't be friends, but if they find someone right for them, it's easy to connect like students with the same hobby. Have the same character and personality as students who dare to try to socialize.

Understanding personality and characteristics are essential for teachers to understand the character of their students and make it easier to connect with their knowledge and see someone's potential and talents from within the student. Because a person's personality and character are not the same and also cannot force the will of those who are uncomfortable with something because that person's personality and nature have their point for him, namely with the comfort of the environment and understanding of the character as an orientation that they live from an early age. Until they become adults, the purpose of this study is to describe the Personality Characteristics of introverts, extroverts and ambivert in Elementary School Students.

Method

This research uses a qualitative method with the type of case study, a form of research used to investigate and understand an event or problem that has occurred by collecting various kinds of information, which is then processed to obtain a solution so that the revealed issue can be resolved (Sugiyono, 2015). Data collection techniques used interviews, non-participant observation, literature study and documentation. This research was conducted at SDIT Nurul Hidayah Brebes, Central Java. The selection of the research location was based on the researcher's observations that SDIT Nurul Hidayah Brebes had implemented a culture of disciplined character and good environmental care, students had varied characters and personalities, and teachers became role models in shaping these characters. Data collection of students in class 1 and class 2 totalled 64 students. Literature study or literature can be interpreted as a series of activities related to library data collection, reading and recording and processing research materials (Sugiyono, 2015). While non-participant observation, the researcher only becomes an observer of the object to be studied without being directly involved. In this observation technique, the researcher uses a non-participant observation technique because the researcher is not directly involved with the object studied by the researcher (Sugiyono, 2015).

The results of this study are in the form of notes and descriptions based on a summary of interviews and observations by observing behaviour, behaviour, attitudes and understanding the character and personality of grade 1 and grade 3 students in class. This observation was taken based on non-participant observations conducted at SDIT Nurul Hidayah, Brebes, Central Java, by observing the character and personality of the students in grades 1 and 3. The data validity in this research is the triangulation of sources. The data analysis used in this study is the Miles and Huberman model: data reduction, data presentation, and conclusion drawing (Moloeng, 2004).

Result

Based on the results of interviews, data obtained that the number of students in grades 1 and 3 is 66, consisting of 35 girls and 31 boys. The study results show three personalities possessed by students in grades 1 and 3, namely introverts, extroverts and ambiverts. Of the 66 students who fall into the introverted personality category, there are 24 students or 36%, 25 students or 38% extroverts personality, and 17 students or 26%, ambiverts. Classification of student personality can be seen in table 1.

Table 1 *Classification of student personality*

No	Class	Introvert	Ekstrovert	Ambivert
1	I	13	9	10
3	III	11	16	7
Total		24	25	17
Percentage		36%	38%	26%

The following are the results of researcher interviews with grade 1 students who have introverted personalities,

“I prefer to draw and do homework alone in class than working with friends. When I take a break, I like to buy my snacks and eat by myself.”

Introverted students are more likely to be alone. These children feel comfortable on their own, both when studying and snacking. They interact with their friends only and as necessary. It is different with students with extroverted personalities. The following are the results of the researcher's interview with one of the 3rd-grade students,

“Studying with friends is preferable to me than looking alone, especially if I don't know how to answer the question. I can ask questions and always work with my

friends when I have a learning assignment from the teacher. Even during break time, I buy snacks at the school canteen with my friends in class.”

Based on the results of these interviews, students with extroverted personalities can interact and get along with their friends inside and outside the classroom, even interacting with seniors or younger classmates. There is no significant difference in understanding learning activities between students with introverted and extroverted personalities at school.

Children begin to learn from the time they are in the womb until they are born in the world, namely when parents invite them to communicate while they are still in the womb. Then when the child is born, they have learned to speak. Primary education is the family environment, but when children grow up, they start to think about what they are doing and what makes them comfortable. When entering the age of 7 (seven) years, learning for the first time outside the family environment, namely school and friendship. They begin to learn to speak more complexly, write, read, and hone students knowledge in the learning materials provided by the teacher. At SDIT Nurul Hidayah Brebes, especially in the lowest grade, namely grade one, the students are very good at understanding the material the teacher gave. Students with extroverted personalities can overcome ignorance by daring to ask questions.

Based on researchers' observations in the first grade during the Arabic lesson, some students did not pay attention and ignored the study. One of the students was different from other children in that she only liked what she liked, but she was very fond of speaking English, even though the school was not teaching English. Even though the teacher has scolded him, he acts as he wants to do. He only likes what he likes. This proves that while at home, he studied it and was more interested in English than Arabic. In terms of interaction, he has few friends but focuses more on himself. Although other friends who show attitudes with more prominent exchanges and are very confident in themselves also have a lot of social interactions with their peers.

In contrast to students in third grade, one of the students has a quiet character, but he is very active in asking questions. Boys tend to be more active than girls. Male students like freedom and play and are likelier to have a more dominant curiosity. During recess, he prefers to watch his friends play rather than join in playing together. He likes to spend time alone for lunch. During class hours, he tends to be calmer.

When working on the questions given by the teacher, he focuses more on himself. If there is something he doesn't understand, he prefers to ask the teacher rather than his friends. His attitude and actions show that what he does is an action that he feels comfortable with, unlike a shy child. Shy children tend to be afraid of starting something, but when they mix with others, they will try to enter into interactions that they find enjoyable so that they get used to and feel comfortable with their friends.

Meanwhile, students with ambivert or multiple personalities at SDIT Nurul Hidayah were based on observations and interviews with researchers. There were ten first-grade students and seven third-grade students, or 26%. Ambivert students can quickly get along with their friends, and these students, if given individual or group assignments, can. The following is the result of the researcher's interview with one of the third-grade students who have an ambivert personality,

“I am happy when I am doing group work with my friends in class and also excited when I do my homework at home. Suppose the break is often snack with friends. I also like to share food with other friends.”

The student's personality at SDIT Nurul Hidayah is unique because they have special characteristics that they only own. Therefore, teachers must be able to place students in the learning process. Children are in a period where they learn to find their identity and what they will do in the future.

Discussion

Students with Introvert Personality

Introverts tend to be introverted. They prefer their world and really like quiet. Rarely interacts with other people and finds it difficult to socialize. Students who have introverted personalities can be seen from what the students do. They prefer to keep themselves busy rather than joking and playing with other friends. Even though their friends have invited them, not infrequently will they refuse. Likes freedom and has an orientation and rules that have been applied to himself to act.

Based on the research results at SDIT Nurul Hidayah, first and third-grade students with introverted personalities are 24 out of 66 students or 36%. Although students with introverted personalities have no significant effect on understanding learning outcomes, these students do not interact with their friends. This is supported by research (Siswoto, 2018) which states that students with introverted personality

types have characteristics when faced with something heavily influenced by subjective factors originating from the inner world. On the other hand, students with extroverted personalities have aspects of being more open and more friendly. The difference between the two personalities affects the ability to communicate and socialize, including the ability to communicate in English.

Children with quiet characteristics are not necessarily shy to talk but tend to be afraid to initiate interactions with their interlocutors. Usually, children who are more challenging to speak to are the type of children who think it is not easy to interact with new people. And prefers to act with his mind. It is not uncommon for children with this personality to have very few friends and are not very good at socializing.

Based on the theory put forward by Eysenck, the characteristics possessed by children who have introverted personalities are emotional states or (inner) conflicts, which are shown that they prefer their thoughts to talk to other people even though some ask for opinions from people they already trust and very close to him (Eysenck, 2006). Tend to be too careful, pessimistic, and critical and always try to maintain good qualities for himself so that they are difficult to understand. They are more knowledgeable and develop above-average talents, but they tend to show their abilities in a fun and safe environment. Meanwhile (Pelvi, 1994) explains that a child who has an introverted personality is calmer in demeanour, likes to take care of himself, is always careful, thinks, and does not believe in impulsive decisions, prefers to live in an orderly manner, wants to be moody, worried, rigid. , likes to be alone, less friendly, quiet, passive, controlled, reliable and can control himself.

From the characteristics that can be seen, a child with an introverted personality type is an individual who cannot easily adjust to the surrounding environment and tends to be influenced by his subjective world rather than the external world, which is objective. The unique characteristics possessed by a child or an individual who has an introverted personality type, namely: prefers to work alone and complete his work; unable to perform optimally in a group; become individuals who prefer to be alone and find it difficult to socialize; have hidden hobbies and talents, but are only shown to certain people; difficult to open communication to new people or new environment; get tired quickly when in crowds and uncomfortable with crowded places; and not suitable if assigned in groups. Very convenient when working individually.

Students with Extroverted Personalities

Students with extroverted personalities have characteristics that are more dominant characters possessed by humans or the average individual around the world. Extroverts are personality types commonly owned by humans. Based on the research results at SDIT Nurul Hidayah Brebes in grade one and grade three, students with an extroverted personality are 9 in grade one and 16 in grade three or 38%. Students with extrovert personalities are more dominant than introverted and ambivert personalities.

According to (Suryabrata, 1993), the prominent characteristic of children with an extroverted personality type is that they prefer the external world, which is objective in contrast to introverts who like their subjective world. Children who have an extroverted personalities have an orientation that is focused on the outside world. Thoughts, feelings and actions are determined by the environment, both social and non-social. The child has a positive attitude towards the community where they tend to have open, friendly characters and traits, and social relations with others always run well and smoothly. Meanwhile (Nuqul, 2006) explains that extrovert personalities tend to prefer the outside world to their world where when the child grows up, they will spend more time meeting with their friends or making new friends as well as a new environment. It is dangerous for an extrovert to be too absorbed in the outside world, so immersing himself in and focusing on his objective world can cause him to lose himself or become alienated from his world.

Students who have an extroverted personality type usually have characteristics and traits that are friendly, easy to get along with, have many friends, always need friends to talk to, are very interested in what is happening around them, are more open, talk a lot, prefer to compare their opinions with others opinions. Others like action and initiative, easy to make new friends and adapt in new groups, they are more like an easy to say what they think. The extrovert is a cheerful individual and does not bother with a problem. Optimistic and positive (Atkinson, 1993). Individuals with extroverted personalities tend to have an orientation focused on thoughts and feelings determined by the environment, both social and non-social (Suryabrata, 2006).

The extrovert personality type has individual characteristics that are easy to get along with and adapt to the environment and social surroundings so that their way of thinking, feeling and acting is heavily influenced by the objective external world. The special characteristics possessed by a child or an individual who has an extroverted personality type, namely: preferring to work with a team or group rather than working alone; having a dominant leadership spirit; becoming an individual who likes to socialize and is active in other social fields; have a talent for interaction and have many connections; easy to get along and communicate with new people and new environment; likes places full of crowds and hates quiet places, and don't like being assigned individually.

While ambivert is a personality type formed from a combination of introvert and extrovert personality types, it is a personality type often owned by individuals in general, after the extrovert personality type because children who have an ambivert personality type tend to have a flexible character, especially in dealing with various situations that might feel uncomfortable when it happens to an extrovert or introvert.

Children with an ambivert personality type tend to have characteristics that understand the atmosphere that is happening to them and can find the right time to speak and express their opinions. When interacting, an ambivert child can adapt to other people or the situation he is facing. They always have a high sense of empathy, and children with an ambivert personality are often used as a place to tell stories and share their complaints with their friends. In general, an ambivert will tend to listen to the problem first, then try to provide solutions and opinions on the issue.

Students with Ambivert Personality

Ambivert is a flexible personality type. Children with this personality can be a balancer in various situations and socializing. An ambivert characteristic is an individual who is very adaptable in new environments, has a character that can be a bridge to establish positive relationships and is more controlled, sensitive and persuasive. The research results at SDIT Nurul Hidayah Brebes showed that students with ambivert personalities in the first grade 10 students, and the third grade 7 students, or 26%. Students with ambivert personalities are the personalities with the lowest order, but the difference is not significant. The following is a diagram of the

research results at SDIT Nurul Hidayah Brebes in grades one and three about introverted, extroverted, and ambivert personalities.

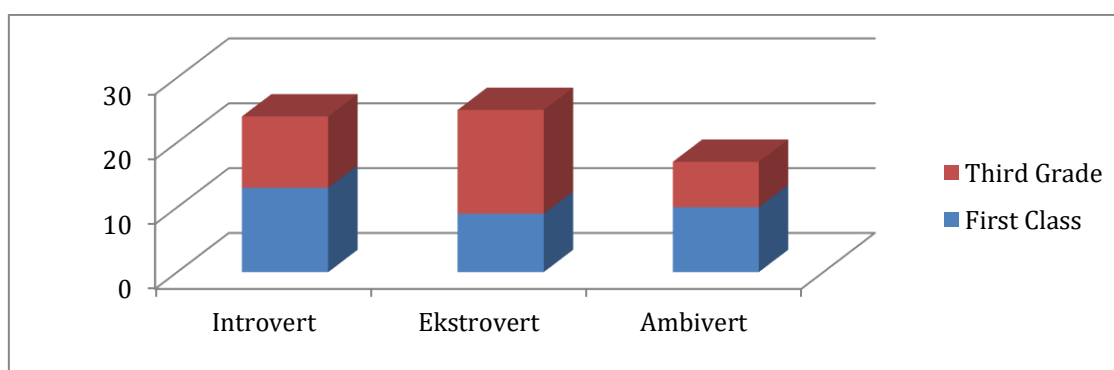


Figure 1 *introvert, extrovert, and ambivert personality summary of elementary school students*

Students with ambivert personalities have personal characteristics that friends and their environment easily influence. Ambivert personality is a personality type that has different characters, from extroverts and introverts. Individuals with ambivert personalities tend to stick to their views and don't easily believe in something before proving it themselves. This makes a child with an ambivert personality able to adapt to environmental conditions favoured by introverts and extroverts. The special characteristics possessed by a child or an individual who has an ambivert personality type, namely: flexibility, ability to work with groups and individually; often depending on his mood, sometimes liking to be alone but likes to socialize very much; being neutral and flexible in associating; have good listening and speaking talents; easy to get along with and respected by many people; likes to travel depending on his mood; has a personality that has an unstable character or wants to change because it depends more on his mood.

A person's personality type has both basic types. It isn't easy to fit into one type (Ningsih, 2016). Ambivert is a character who has a psychological balance between extroverts and introverts. Likes to socialize, hang out with many people, and talk about many things. On the other hand, they also want to be alone and away from the environment, like introverted types. The researcher argues that many students of midwifery level I DIII widya dharma husada pamulang have an ambivert personality type than the other two personalities, namely students who are difficult to get along with, like to be alone, are often awkward in front of people, don't like studying in groups but sometimes also want to join people (Ningsih, 2016).

Children with an ambivert personality type have characteristics that can enjoy conditions where they are in an objective social environment or external world situation, like an extrovert personality. However, someone with an ambivert personality type tends to have a character who does not feel a problem when alone. Ambivert's personality can be interpreted as balanced, despite the tendency to be more sensitive and dependent on his mood.

Conclusion

A child's personality can be used as an advantage and disadvantage for them. Some people think that one person's personality will be difficult to change into another personality. Children who have introverted personalities like to be alone, but they start to open up when they find someone who feels right for them to socialize with. While extroverts are superior personality types, they prioritize friendship and advice from others, in contrast to ambiverts, who have a balance between extroverts and introverts. Still, if you can't control your mood or mood, it won't be easy to think, and you will be more inclined to emotions.

In research at SDIT Nurul Hidayah Brebes, it was concluded that there were 13 students in first grade and 11 students in third grade with introverted personalities; there are nine students with extroverted personalities in the first grade, and 16 students in the third grade; while students with ambivert personality in first grade are ten students, and seven students are in third grade. A person's personality type at an early age or children can still develop and change at any time. In socializing, an individual's personality type is indeed required to be flexible, namely following the rules of the environment. The need for character education for students is to guide them in forming a good and directed personality. All personality types have their advantages and disadvantages. Therefore, it is necessary to understand the importance of the characteristics, abilities, and character of various children as prospective educators who are both assigned to always guide or direct students sincerely towards reasonable goals for their future provisions.

The researcher realizes that this research is still limited to students' personalities during learning activities at school. This research is only in grades one and three, so it

cannot generalize the personality of elementary school students, which is more valid at SDIT Nurul Hidayah.

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